



Class LB2801

Book K2

1910

Author _____

Title _____

Imprint _____

10-50299-1 Geo

MANUAL
OF THE
BOARD OF EDUCATION,
STATE OF KANSAS,

FOR THE USE OF
ACCREDITED EDUCATIONAL INSTITUTIONS,
AND OF
CANDIDATES FOR THE CERTIFICATES AND
DIPLOMAS ISSUED BY THE BOARD.

TOPEKA, KANSAS,
1910.

STATE PRINTING OFFICE,
TOPEKA, 1910.

1801

MANUAL
OF THE
BOARD OF EDUCATION,
STATE OF KANSAS,
FOR THE USE OF
ACCREDITED EDUCATIONAL INSTITUTIONS,
AND OF
CANDIDATES FOR THE CERTIFICATES AND
DIPLOMAS ISSUED BY THE BOARD.

TOPEKA, KANSAS,
1910.

STATE PRINTING OFFICE,
TOPEKA, 1910.

1801

LB2801
K2
1910

STATE BOARD OF EDUCATION.

E. T. FAIRCHILD, *President*,
State Superintendent of Public Instruction.

FRANK STRONG,
Chancellor State University, Lawrence.

JOSEPH H. HILL,
President State Normal Schools, Emporia.

H. J. WATERS,
President State Agricultural College, Manhattan.

JOHN MACDONALD,
Editor Western School Journal, Topeka.

W. S. HEUSNER,
Superintendent City Schools, Junction City.

ARTHUR J. STANLEY,
County Superintendent, Lincoln County, Lincoln.

C. C. STARR, *Secretary*,
Assistant State Superintendent.

MAY 26 1910
D. OF D.

...

Recd. J. M. A. 25 77 43

PREFACE.

THIS edition of the Manual of the Kansas State Board of Education is published in compliance with an order for the revision and publication of the manual adopted by the Board at a regular meeting held December 22, 1909.

This manual contains all the general rulings and resolutions of the State Board regarding its relation to the accredited colleges of the state and to applicants for the several kinds of certificates issued by the Board.

Applicants for state certificates by examination or on diplomas of graduation from accredited schools should acquaint themselves with the Board's requirements.

Accredited colleges will be expected to conform to the Board's requirements as regards all courses whose graduates seek recognition by the Board.

E. T. FAIRCHILD, *President.*

C. C. STARR, *Secretary.*

CHAPTER I.

CERTIFICATES.

SECTION 1.—Kinds of State Certificates Issued—When and Where Valid.

I. The State Board of Education may issue the following certificates:

1. General certificates.

- (a) Life diploma, valid for life in all public schools of the state.
- (b) Life certificate, valid for life in all public schools of the state.

NOTE.—See page 32 for difference between life diploma and a life certificate.

- (c) Three-year renewable certificate, valid for three years in all public schools of the state. May be renewed by issuing a life certificate. See page 32 for requirements for renewal.
- (d) Three-year nonrenewable certificate, valid for three years in all public schools of the state. The holder may secure a three-year renewable certificate by passing examination in the five professional subjects prior to the date of expiration of the nonrenewable certificate.

2. Industrial certificates.

- (a) Manual training.
- (b) Domestic science and art.

Industrial certificates are valid for teaching such industrial branches as are covered by the certificate, and then only when the holder has also a valid Kansas teacher's certificate. They are valid for one year on first issue. Renewals may be made valid for two years.

3. Institute certificates.

- (a) Conductor, valid for one or five years, as stated therein.
- (b) Instructor, valid for one or three years, as stated therein.
- (c) Special instructor, valid for one year; authority to instruct only in the branches named therein.

II. The board of regents of the State Normal Schools issues the following certificates or diplomas with certificate value:

- (a) Diploma, two-year and four-year Normal College course, valid as a life certificate in all public schools of the state.
- (b) Three-year nonrenewable certificate, upon completion of three years of work prescribed for the State Normal School and its branch schools.

- (c) One-year nonrenewable certificate, upon completion of two years of work prescribed for the State Normal School and its branch schools and an attendance of not less than twenty weeks.

NOTE.—All certificates issued by the State Normal School must be signed by the state superintendent of public instruction.

SECTION 2.—Registration of State Certificates and Normal School Diplomas.

All state certificates and Normal School diplomas and certificates must be registered with the county superintendent of the county where the holder teaches, or with the clerk of the board of education, if the holder teaches in a city of the first or second class. The document is not valid as a certificate until it is registered according to law.

SECTION 3.—Lapsing and Revocation of State Certificates.

All state certificates and Normal School diplomas lapse as certificates if the holder is not engaged in school work for three consecutive years. In order to secure recognition for any year, at least twenty weeks of school work must have been done in that year.

All documents of certificate value may be revoked by the body issuing the same, if cause exist for revocation.

SECTION 4.—Renewal of Lapsed Certificates.

The State Board of Education may renew lapsed life certificates and diplomas and Normal School diplomas upon evidence presented to the Board's satisfaction that the holder thereof is worthy of such renewal.

SECTION 5.—Renewal of State Certificates.

1. A three-year renewable state certificate may be renewed on the following conditions: At the expiration of the certificate, if the holder, in the judgment of the Board, has taught successfully two years out of the three, and has kept himself well informed in the general literature of his profession, the holder is then entitled to a life certificate. The application for renewal may be made within the period of six months before or six months after the date of the expiration.

2. At least two of the three years previous to the application for renewal must have been spent in active school work. The Board interprets this to mean that at least twenty weeks of school work shall have been done in one year, with a total of forty weeks in the two years, in order to secure such renewal.

CHAPTER II.

ACCREDITED COLLEGES.

SECTION 1.—The Bases upon which Institutions may be Accredited.

There are three laws which authorize the accrediting of institutions of learning. The provisions of these laws are summarized in this chapter.

1. *Professional-examination Course.*—Under the law of 1893, the four-year course of the State Normal School is made the basis. This privilege may extend to all *institutions in the United States* which the State Board accredits under the law.

The law requires such institutions to maintain a course of study as efficient as the four-year course of the State Normal School. The State Board is the judge of this condition. Schools accredited under this law must continue to maintain a course of study equal in efficiency to that of the State Normal School.

The applicant must present an official transcript of record, signed by the president of the school. Official form No. 115 is furnished by the state superintendent for graduates of normal courses, and form 116 for graduates of arts courses.

If the applicant's transcript is approved, he is given credit on all subjects so completed that are required for a state certificate, except the five professional branches in which he must pass a satisfactory examination before the State Board.

When the requirements are met, the Board issues to the applicant a three-year renewable certificate, which may be the basis for a life certificate when the legal requirements have been met.

2. *The Arts Course.*—Under the law of 1899, the University of Kansas is made the basis. This privilege extends to *institutions in Kansas only*.

Institutions accredited under the law must maintain a department of education and maintain the same or equivalent requirements for admission to the freshman class as the University of Kansas, and require and maintain a regular four-year course thereafter for graduation, accredited as such by the State Board of Education.

Applicants must be graduates, and must furnish a transcript of record, signed by the president of the college. Official form No. 116 will be furnished by the state superintendent. If the applicant's transcript is accepted, he will be granted a three-year renewable certificate without examination, which certificate may become the basis for a life certificate by his meeting the legal requirements.

3. *The Normal Practice-teaching Course.*—Under the law of 1899, the requirements of the State Board of Education for a state certificate are made the basis. Institutions accredited under this law must maintain a course of study which includes all the branches required by the State Board for a state certificate. In addition, the applicant must have given

at least twenty weeks to practice teaching in the model school of the institution.

The applicant must be a graduate, and must present a complete transcript of record, signed by the president of the school. Form No. 115 will be furnished by the state superintendent.

If the applicant's transcript is accepted, he will be issued a three-year nonrenewable state certificate.

If the holder pass the professional examination prior to the expiration of this certificate, the State Board will issue a three-year renewable certificate.

SECTION 2.—Regulations Pertaining to Accrediting of Colleges by the State Board of Education.

1. Any institution of learning in the state desiring to be accredited by the Board shall submit a full outline of its course of study, together with a definite statement of the standard required for admission, of the amount of time given to each subject, of the maximum number of hours a student is permitted to carry, of the scope of work and the text used in each, the amount of laboratory work required, and the proficiency demanded in final examination. If, in the judgment of a majority of the members of the Board, the course meets the requirements of the law under which credit is sought, the institution shall be placed upon the accredited list. All applications must be made on the official form. This form will be furnished by the state superintendent, upon application by the president of the school. The application must be complete, and must be accompanied by late catalogue of the school. In addition to the catalogue, the fullest possible information should be given the Board as to the school's professional library and other equipment which bear especially upon the subject of teaching.

2. Graduates of such institutions shall be entitled to credits, upon the presentation of certificates as required by the Board, from the proper authorities, specifying the grades received on final examinations on subjects completed in course in said institutions.

3. Graduates of any four-year collegiate course of study in the State University or State Agricultural College, or of any approved four-year collegiate course in accredited institutions of learning, may be permitted to substitute subjects from said courses in place of the common branches, subject to the limitation that the State Board may require examinations in the common branches if the manuscript of the applicant in the professional branches warrants such requirement.

4. The examinations upon the professional subjects named in the law of 1893, and upon such other subjects required for the three-year certificate for which the candidate may be unable to present grades, may be taken at any time provided by the regulations of this Board.

5. Candidates who may be graduates of institutions of learning outside the state will be required to present similar information as hereinbefore required for institutions within the state concerning the institution whose grades they wish recognized.

SECTION 3.—Certificates from Other States.

The Board maintains reciprocal relations with many states on the indorsement of life certificates.

Information about the relation of any particular state may be obtained by addressing inquiry to the state superintendent.

Applicants for indorsement must file application on form No. 107, furnished by the state superintendent, and file the original certificate which they desire indorsed.

In case the certificate is accepted, a three-year renewable certificate will be issued to the applicant.

The State Board does not interpret these reciprocal relations to bind the Board to indorsement of all certificates from such states. Each case will be considered on its merits.

CHAPTER III.

SUGGESTIONS REGARDING THE WORK IN COURSES APPROVED BY
THE BOARD.*SECTION 1.—Arts Course.*

The law demands of the accredited colleges and universities entrance requirements equivalent to those of the University of Kansas, which for the College are as follows:

The subjects from which entrance work may be offered, together with the number of units, are arranged in seven groups, as follows. A total of fifteen units must be offered:

GROUP I, English.	English, four units.	Three units are required.
GROUP II, Mathematics.	Elementary algebra, one and one-half units. Plane geometry, one unit. Solid geometry, one-half unit. Plane trigonometry, one-half unit. Advanced algebra, one-half unit.	The elementary algebra and plane geometry are required.
GROUP III, Foreign Languages.	Latin, four units. Greek, three units. German, three units. French, three units.	Of these, three units are required, which must be, first, in Latin, or, second, in German.
GROUP IV, Physical Sciences.	Physical geography, one unit, or one-half unit. Physics, one unit. Chemistry, one unit.	One unit is required.
GROUP V, Biological Sciences.	Botany, one unit. Zoölogy, one unit. Physiology, one unit.	One unit is required.
GROUP VI, History.	Greek and Roman, one unit. Mediæval and modern, one unit. English, one unit. American, one unit. Economics, one unit, or one-half unit. Civics, one-half unit.	One unit is required.

GROUP VII, Vocational Subjects.	Woodwork, one unit. Drawing, one unit. Domestic art, one-half unit. Domestic science, one-half unit. Agriculture, one-half unit. Bookkeeping, one-half unit. Commercial law, one-half unit. Commercial geography, one-half unit. Psychology, one-half unit. Methods and management, one-half unit.	One unit may be offered.
---------------------------------------	---	--------------------------

The College does not encourage the substitution of German for Latin for entrance to the freshman year.

Of the fifteen units required for entrance, eleven and one-half are prescribed by group; the remaining three and one-half units may be chosen without restriction.

A student offering fifteen accredited units which do not completely meet the group requirements for entrance may be admitted conditioned in such group requirements, but he must take the rest of the subjects prescribed in the entrance group requirements in his freshman year. For such subjects he will receive college credit, but he will not be allowed to count them toward satisfying the group requirements of the freshman and sophomore years.

NOTE 1.—At least one year of resident work in the University of Kansas is required of all candidates for degrees, whatever amount of college credit from other institutions may be offered.

NOTE 2.—Candidates for advanced standing submit detailed statements, with certificates in detail, showing the work done in other colleges or universities; certificates for entrance credits are also required. The application and certificates are acted upon by the faculty committee, who are authorized to give a general credit, or to recommend to heads of departments credits in specific subjects, for their approval.

The requirements for the teacher's diploma of the University of Kansas are by law made the standard for the accredited colleges and universities. They are as follows:

1. *Degrees.* Graduation from the University of Kansas, with the degree A. B., A. M., or Ph. D.

2. *Special Knowledge.* The completion of at least twenty semester hours of college work in the subject or closely allied subjects that the candidate proposes to teach; the ultimate decision as to the candidate's proficiency to rest with the head of the department in which the major work is taken.

The Board defines a semester hour to be as follows: One hour (of sixty minutes) of class work per week for one semester of at least eighteen (18) weeks, together with preparation for the same; two hours of laboratory work to count as one hour of class work, including preparation for the same.

3. *Required Subjects.* General psychology, three semester hours; and twelve semester hours in the department of education.

4. *Amount of Work Offered.* The candidate for the A. B. degree who is at the same time a candidate for the teacher's diploma shall be required to offer five semester hours more of undergraduate work than is required for the A. B. degree alone.

5. *Grade of Scholarship.* The record of scholarship in the one hundred and twenty-five semester hours of undergraduate work required for the teacher's diploma must average as high as grade II, which is as near 85 per cent as the method of keeping University records can indicate.

The State Board of Education prescribes the following subjects for the granting of certificates to Kansas colleges, as conforming to the standard set by the University of Kansas, under the law of 1899:

General psychology, 3 hours,

History of education, 3 hours,

School administration, 3 hours;

and in addition 6 hours chosen by the individual school from courses offered by the department of education of the University of Kansas, namely:

1.—HISTORY OF ANCIENT AND MEDIÆVAL EDUCATION. Three hours, first term, Monday, Wednesday, and Friday, at 3:30. A survey of typical movements in education, the development of systems, and the work of great educators.

2.—HISTORY OF MODERN EDUCATION. Three hours, second term, Monday, Wednesday, and Friday, at 3:30. This is a continuation of course 1, but may be taken separately. It deals with the period from the revival of learning to the present time.

3.—PRINCIPLES OF EDUCATION. Three hours, first term, Monday, Wednesday, and Friday, at 11:15. The social, mental and physical factors of education. A careful analysis of the functions involved in human growth, and a study of their meaning in education. Illustrated lectures, assigned reading, discussions. Prerequisite, course 1 or 2.

4.—PHILOSOPHY OF EDUCATION. Three hours, second term, Monday, Wednesday, and Friday, at 11:15. A critical analysis of the biological, psychological and sociological meaning of education. Class lectures and discussions, based on Horne and Rosenkranz.

5.—SCHOOL LAW AND ADMINISTRATION. Two hours, first term, Tuesday and Thursday, at 3:30. A study of the Kansas laws relating to the maintenance, supervision and administration of schools; comparison with school laws of other states; individual studies of special state schools of Kansas and city systems of other states.

6.—SCHOOL ECONOMY. Three hours, second term, Monday, Wednesday, and Friday, at 2:30. Conditions and principles essential to efficient school work, school hygiene, organization and authorities of the school, financial support, courses of study, government, library management. Required reading, observation work, class discussions, and lectures. Open to Juniors and Seniors who have taken courses 1 or 2 and 3 or 4. (Not given in 1909-'10.)

7.—METHODS OF INSTRUCTION. Two hours, second term, Tuesday and Thursday, at 9. A critical study of the teaching process, with special reference to the high school. Work in approved authors, supplemented by

observation in the Lawrence schools. Prerequisites, course 1 or 2, and course 3 or 4 or philosophy 1.

8.—SCHOOL SUPERVISION. Two hours, first term, Tuesday and Thursday, at 9. This course is largely based on the texts of Chancellor and Pickard, and the reports of the Committees of Twelve and Fifteen. Reports, class discussions, and lectures.

9.—COMPARATIVE STUDY OF EDUCATIONAL SYSTEMS. Three hours, first term, Monday, Wednesday, and Friday, at 9. A study of the elements of the school systems of England, France, and Germany, and a comparison with the systems of this country.

10.—EDUCATIONAL CLASSICS. Two hours, first term, Tuesday and Thursday, at 10:15. A critical study of the educational doctrines found in Plato's Republic, Quintilian's Institutes of Oratory, and Locke's Thoughts Concerning Education. This course should be preceded by course 1.

11.—EDUCATIONAL CLASSICS. Two hours, second term, Tuesday and Thursday, at 10:15. This is a continuation of course 10, but may be taken separately. It involves a critical study of the educational doctrines found in Rousseau's Emile, Herbart's Science of Education, and Herbert Spencer's Education. This course should be preceded by course 2.

12.—THE SECONDARY SCHOOL. Three hours, second term, Monday, Wednesday, and Friday, at 9. A study of the development, equipment, curriculum, and administration of the American high school.

The selection of such courses shall be approved in advance by the State Board of Education as conforming to the standard of the University of Kansas.

Graduates of accredited colleges and universities applying for the state teacher's certificate under the law of 1899 shall be required to submit to the State Board of Education, on blank forms furnished by it, a detailed record showing the amount and kind of preparatory, collegiate and professional work completed, and that the requirements of the law, as interpreted by the State Board of Education, have been complied with.

The Board interprets the law to require that institutions asking to be accredited must establish and maintain a distinct department of pedagogy, with competent teachers, organized and conducted in accordance with the principles and standards that obtain in organizing and conducting other coördinate departments of college and university work.

All professional work must be done in an institution accredited under the law of 1899, or else the examination must be taken in the five professional branches, as prescribed by the law of 1893.

Those colleges whose courses have been approved are required to have a minimum of 100 volumes of standard works in their pedagogical libraries, and the State Board of Education reserves the right to raise this minimum requirement from time to time. In determining this minimum, duplicate copies will not be counted.

The Board will recognize summer work in accredited colleges only when such work is done in a regularly organized term and by regular instructors; provided, that the amount of credit given shall not be greater than the amount of credit given for an equal time in the regular school year.

SECTION 2.—Normal Practice-teaching Course, Law of 1899.

1. Institutions asking approval of their normal courses under the law of 1899 must maintain a course which shall include all the branches required by the State Board for a three-year certificate. This requirement will be found below. In addition to the prescribed course the applicant must do twenty weeks' practice teaching, under the head of the pedagogical department. *Practice teaching referred to must not include any teaching for which pay is received.*

2. The interpretation by the Board of the term "practice teaching," as contained in the law (Laws of 1899, chapter 179, section 3), is, that it means actual model-school work as given at the State Normal School, and that it requires the establishment of model schools, connected entirely with the institutions accredited. Students under seventeen years of age are not eligible to practice teaching in the State Normal School. The teaching of a few classes in the preparatory department will not be accepted. A model school, in the full sense of the term only, will be accepted for this requirement.

3. Certificates granted to graduates of normal courses of accredited institutions under the law of 1899 are not renewable.

Not less than two years of resident work in an accredited college will be approved by the Board, one of which shall be in the college granting the diploma.

(The Board does not encourage the installing or maintaining of the normal practice-teaching course.)

REQUIREMENTS OF STATE BOARD FOR A STATE CERTIFICATE.

To be entitled to a three-year renewable certificate, the candidate—

1. Must pass a satisfactory examination in the following branches:

1. *English*.—Spelling, reading, penmanship, composition and grammar, and literature.

2. *Mathematics*.—Arithmetic, algebra, plane and solid geometry.

3. *Geography*.—Physical and political.

4. *History*.—American history, mediæval and modern history, and civil government, including the government and history of Kansas.

5. *Physiology*.

6. *Physics*.

7. *Botany*.

8. *Chemistry*.

9. *Drawing*.

10. *Music*.

11. *General Psychology*.

12. *Pedagogical Subjects*.—History of education, school law and management, and methods of instruction.

2. Must have taught one year.

3. Must produce satisfactory testimonials from reputable persons in regard to temper, manners, moral character, and professional standing.

4. A candidate for the three-year certificate may substitute for any two of the branches numbered 8, 9, and 10 (previously mentioned) any two of the following branches required for the diploma: Political economy, zoölogy, Latin.

5. At the expiration of this certificate the holder will be granted a life certificate, upon furnishing satisfactory evidence of having met the requirements for renewal.

SECTION 3.—The Professional-examination Course, Law of 1893.

Colleges accredited under the law of 1893, whose graduates are admitted to examination in the professional branches by the State Board of Education, must conform to the following requirements of the State Normal School:

The course of study leading to the life diploma corresponding to what was formerly designated as the normal four-year life diploma course and taken as the standard for accredited colleges under the law of 1893, is now designated as the two-year Normal College course and presupposes four years of Normal secondary work. One year of resident work in the State Normal School is required of all candidates for any diploma carrying with it the life certificate privilege.

The four-year Normal secondary course includes sixteen prescribed units, as follows: English, three units; algebra, one unit; geometry, one unit; arithmetic, one unit; history, two units, one of which must be American history; civics, one-half unit; botany, one unit; geography, one unit; physics, one unit; physiology, one-half unit; drawing, one unit; music, one-half unit; reading, one-half unit; bookkeeping and penmanship, one unit; psychology, one-half unit; school management, one-half unit.

The two-year Normal College course is arranged by semester hours and, including a credit of one hour each semester for physical training, requires for its completion sixty-four hours of work. The subjects included are as follows: General psychology, four hours; child psychology, two hours; methods, two hours; teaching, six hours; history of education, two hours; biology, four hours; physiology, two hours; physical training theory, two hours; geography, two hours; English, four hours; elocution and public speaking, four hours; American history, two hours; drawing, two hours; music, two hours; elective, twenty hours.

Any sixteen units of work offered from an approved high-school course will be accepted for admission to the two-year College course, but the prescribed units of the standard Normal secondary course that have been omitted must be made up in Normal College classes having one hour recitation periods. Four semester hours of work are required as the equivalent of each unit of secondary work. This work is counted as elective college credit.

The Normal School offers in what is designated as the Normal Secondary Course for Advanced Certificate Students the opportunity for experienced teachers who are holders of certificates of second grade and above, and students of equivalent maturity and strength, to complete the Normal four-year secondary course in a less period than four years. This is done by arranging a course parallel with the Normal secondary course of four years and including the same subjects, but meeting in these specially organized classes of mature students approximately the requirements of the one-year unit of the four-year secondary course in a semester. For these classes the one-hour recitation period is used as in the

Normal College classes. Holders of first grade and professional certificates may be given a conditional half credit in the required semester's work in arithmetic, geography, American history and English grammar if their certificate grades in these subjects are over 90 per cent, but in no case is a full credit given on any subject on the basis of the grade on a county teacher's certificate.

Students completing the two-year Normal College course are given sixty hours' credit on the four-year Normal College course. The four-year Normal College course, if four hours' required credit in physical training be included, requires one hundred and twenty-four semester hours for its completion. Its requirements are distributed as follows: Psychology, ten hours; methods or school management, four hours; teaching, eight hours; history of education, six hours; philosophy of education, two hours; biology, four hours; physical science, four hours; physical training theory, two hours; physical training, four hours; mathematics, four hours; English, six hours; public speaking, two hours; history, four hours. Of the remaining sixty-four hours enough work must be taken in some selected major subject or group of related subjects to make a total of thirty hours, including in the thirty hours whatever part of the foregoing requirements will apply on the selected major. The remaining work is free elective.

SECTION 4.—Professional Branches.

For the information of all interested, short outlines of the work desired in each of the professional subjects are herewith submitted. The merest outline is presented in each case, with the thought of giving the greatest possible freedom consistent with the spirit of the law and the ends which the Board of Education have in view. A thorough acquaintance with psychology is essential to the successful prosecution of any of the professional subjects. In addition to the books listed, the reports of the National Bureau of Education, the transactions of the National Educational Association and the great educational and literary periodicals will be found invaluable.

HISTORY OF EDUCATION.

ONE SEMESTER.

History of education should be based upon well-organized courses in general history, and should have as broad a basis as possible in a knowledge of philosophic and religious systems and the political and social forces that have determined the various stages in the development of the race. It is not so much an accumulation of facts as a study of relations; an attempt to trace and to comprehend the evolution of intellectual life and ideals.

The work is best presented through the use of topical outlines with full library references, lectures, questions, class discussions, special studies and papers by individual students. The aim should be to gain a comprehensive view historically, and to give a solid foundation for the further study of educational theory and pedagogic literature in general.

The specific topics included in the course are: Pre-Christian systems, especially the Greek and the Roman and the extent to which they have been influential in shaping mediæval and modern educational standards and ideals; early Christian and mediæval education, with special emphasis

on monastic and scholastic elements; modern education since the Renaissance; educational reformers, fundamental doctrines advocated by them, and the development of modern school systems, particularly German, French, and English; detailed study of educational development in the United States.

The following list of books will furnish material for covering satisfactorily the more important phases of the work. In addition to these, it will prove exceedingly helpful if students have access to files of *Barnard's Journal of Education*, Reports of the Commissioner of Education and of the National Education Association, *Education*, *The Educational Review*, and other periodicals. As an extended bibliography, Cubberley's *Syllabus* is most suggestive as a practical guide for class work. Olin's *Outline Studies in the History of Education* is also a good working manual.

- Boone—History of Education in the United States. (Appleton.)
 Bowen—Froebel and Education through Self-activity. (Scribner.)
 Brown—The Making of the Middle Schools. (Longmans.)
 Browning—Introduction to Educational Theories. (Kellogg.)
 Cadet—Port Royal Education. (Scribner.)
 Clark—The Education of Children at Rome.
 Compayre—Abelard and the Origin and Early History of Universities. (Scribner.)
 Cubberley—Syllabus of Lectures on the History of Education. (Macmillan.)
 Davidson—Aristotle and the Ancient Educational Ideals. (Scribner.)
 Davidson—The Education of the Greek People. (Appleton.)
 Davidson—Rousseau and Education According to Nature. (Scribner.)
 De Garmo—Herbart and the Herbartians. (Scribner.)
 Dexter—History of Education in the United States. (Macmillan.)
 Draper—The Intellectual Development of Europe. (Harper.)
 Gaskoin—Alcuin, His Life and Work.
 Guimp—Pestalozzi, His Aims and Work. (Bardeen.)
 Hinsdale—Horace Mann and the Common-school Revival in the United States. (Scribner.)
 Hughes—Loyola, and the Educational System of the Jesuits. (Scribner.)
 Kemp—History of Education. (Lippincott.)
 Laurie—Educational Opinion from the Renaissance. (Macmillan.)
 Laurie—Historical Survey of Pre-Christian Education. (Longmans.)
 Laurie—John Amos Comenius. (Bardeen.)
 Laurie—Rise and Constitution of the Early Universities. (Appleton.)
 Mahaffy—Old Greek Education. (Harper.)
 Martin—The Evolution of the Massachusetts Public-school System. (Appleton.)
 Monroe—Briefer Course in History of Education. (Macmillan.)
 Monroe—Comenius and the Beginnings of Educational Reform. (Scribner.)
 Monroe—Source-book for the History of Education for the Greek and Roman Period. (Macmillan.)
 Monroe—Textbook in the History of Education. (Macmillan.)
 Mullinger—The Schools of Charles the Great. (Longmans.)
 Munroe—The Educational Ideal. (Heath.)
 Painter—Luther on Education. (Lutheran.)
 Paulsen—The German Universities. (Macmillan.)
 Pinloche—Pestalozzi and the Modern Elementary School. (Scribner.)
 Prince—Methods of Instruction and Organization in the Schools of Germany. (Lee.)
 Putnam—Books and their Makers During the Middle Ages. (Putnam.)
 Quick—Essays on Educational Reformers. (Appleton.)
 Russell—German Higher Schools. (Longmans.)
 Schaff—The Renaissance. (Putnam.)
 Scaife—Florentine Life During the Renaissance. (Johns Hopkins.)
 Seeley—The Common-school System of Germany. (Kellogg.)
 Sharpless—English Education. (Appleton.)
 Taylor—Ancient Ideals. (Macmillan.)
 West—Alcuin, and the Rise of the Christian Schools. (Scribner.)
 Woodward—Erasmus Concerning Education.

Texts on which examination questions will be based:

- Kemp's History of Education.
 Painter's History of Education.
 Monroe's Briefer Course in History of Education.

PHILOSOPHY OF EDUCATION.

This subject should come late in the course of study. It should be preceded by courses in general psychology, educational psychology and history of education. Notwithstanding the name of the course, the work, in

the opinion of this Board, should be chiefly devoted to developing the principles which underlie the process of education. Whether or not we take the position that a true philosophy of education exists, it is better, in any case, not to range too widely from the factual side of the subject; nor to be too insistent in the early stages upon linking education to a particular system of philosophy. The bearing of the principles brought out will of course be dwelt upon at the proper time, but care should be taken not to go too far afield in the realm of pure speculation.

What should be included in such a course is a matter upon which teachers do not agree. While underlying principles are not so numerous, there is a wealth of material offering for the subject, so that it is for the teacher to stress those phases seeming most important to him. A few words indicating the direction such a course may take, may, however, be given.

One view appealing to many teachers regards education as that part of a general developing process which is brought about by contact with certain of the institutions of civilized society but chiefly by the school. In other words, this makes the work of the school only a part of a general educative process. A large literature relating to animals, savages and children is available for comparative purposes, showing to what degree the child epitomizes racial development. The meaning of the increase in the period of plasticity of the children of civilized peoples may also be brought out, making it plain that time is needed for the child to climb to the level of his race. The idea of self-activity is to be invoked in this line of thought also, but no amount of native push-upwardness will suffice to take the place of society's part. The end and aim of education is to *help* develop efficient members of society.

Two broad lines lie open in a survey of the subject. On the one hand we have the study of the nature and needs of a living, developing child; on the other is the material the school makes use of to stimulate him to growth in certain directions. The evaluation of the school subjects, however, to determine their periods of greatest usefulness in aiding child growth, is more properly to be included in the school administration course. Under the first named is to be studied the periods of mental and physical development showing when the various instincts, feelings, intellectual and physical powers appear. This side of education, neglected until this generation, is now seen to dominate all others. It is an insight of the age that sees in evolution a finder for all nature's processes. The wider outlook it has given shows, too, that education may no longer be held to consist in training intellectual powers alone. The unitary character of the self is now manifest, and makes it imperative that education include the physical as well as mental nature of the child. The principles of physical education are beginning to appear. They do not exist apart from the principles of mental training. The will as the all-inclusive reality of the mind; the motor character of ideas; the part consciousness plays as an organ of adjustment between the self and the environment, primarily instigating movements of a preservative sort and only secondarily exercising cognitive powers: to follow these ideas will keep us on a sound basis. Physiology and hygiene offer their help in a solution of the question. Manual training, while so far a disappointment to many educa-

tors, will, when its pedagogy is better worked out, justify itself as a great factor in the coordination of hand and mind. The industrial or vocational idea also finds a place here. Athletics and gymnastics are also included in modern education. Properly regulated, they contribute to the growth in confidence and power of achievement. The importance of play in a scheme of education for the young is not yet adequately recognized. It is an element the schools must make large use of to give a developed will. One of the weaknesses in our training lies in our failure to change natural dependence into what may be called the efferent disposition. Initiative, the idea of ability to do things, is one of the factors making for efficiency. It must be cultivated, and physical education helps in this result.

A marked characteristic of the educational thought of the past few years is the growing recognition of the importance of the social factor. The large number of books and articles on social psychology and social education which have appeared within this time have made this a fruitful field for students of education. A large proportion of the time devoted to this course may be profitably spent here. Man is thoroughly social. Strip him of all he has developed during ages of community life and we have left little except the bare husk of an organism. The development in the child of the sociability instinct, the desire for communication, the sense of justice, obedience, duty, cooperation and respect for law, with imitation and suggestion, and many other distinctly social traits, are all in the direction of citizenship.

What philosophic bent is to be given to the facts each teacher must determine for himself. Educators in general incline to some form of idealism. The great vitality of Rosenkranz's text lay in the fact that, though written more than half a century ago, and therefore falling entirely outside of the whole modern movement of science and evolution, it taught strongly the idea that all history is a theophany—a process of self-realization. This Hegelian idea is the motive also in Harris's *Psychologic Foundations of Education* and of several later writers on the philosophy of education, and when modified by the evolutionary idealism of the present it certainly makes a strong appeal to young people.

There is no one textbook entirely satisfactory. Among the best may be mentioned:

Horne—*Philosophy of Education*. (Macmillan.) May be used to advantage where good library references are at hand.

Bagley—*The Educative Process*. (Macmillan.) A careful treatment of the main facts of education, stating clearly the scientific phase.

O'Shea—*Social Development and Education*. (Houghton-Mifflin.) Contains good bibliography on social psychology and pedagogy.

The following authorities will aid in covering the field:

- Bain—*Education as a Science*. (Appleton.)
- Baldwin—*Mental Development in the Child and Race*.
- Baldwin—*Social and Ethical Interpretations*.
- Butler—*The Meaning of Education*.
- Chancellor—*Motives, Ideals and Values in Education*.
- Chamberlain—*The Child: A Study in the Evolution of Man*.
- Cooley—*Social Organization: A Study of the Larger Mind*.
- De Garmo—*Interest and Education*. (Macmillan.)
- Dewey—*The School and Society*.
- Dewey and Tufts—*Ethics: Part I*.

Dewey—The School and Society. (McClure.)
 Donaldson—The Growth of the Brain. (Scribner.)
 Dutton—Social Phases of Education. (Macmillan.)
 Eliot—Educational Reform. (Century.)
 Groos—The Play of the Animals. The Play of Man.
 Hall—Adolescence, its Psychology, etc. (Appleton.)
 Hanus—Educational Aims. (Macmillan.)
 Harris—Psychologic Foundations of Education. (Appleton.)
 Herbart—The Science of Education. (Heath.)
 Horne—The Philosophy of Education. (Macmillan.)
 James—Talks to Teachers. (Holt.)
 Laurie—Institutes of Education. (Macmillan.)
 O'Shea—Dynamic Factors in Education. (Macmillan.)
 Palmer—The New Education. (Little.)
 Royce—Is There a Science of Education? (Ed. Rev., vol. 1.)
 Rosenkranz—Philosophy of Education. (Appleton.)
 Spencer—Education. (Burt.)
 Thorndike—Principles of Teaching.
 Woodward—Manual Training.

Texts on which examination questions will be based:

Horne's Philosophy of Education.
 Rosenkranz's Philosophy of Education, omitting part III.

GENERAL METHODS.

This course includes a thorough and systematic study of the following topics:

1. Psychology and its relation to the art of teaching.
2. Individual differences.
 - a. Based on heredity.
 - b. Based on age, sex, etc.
3. Physical education.
4. Instincts and capacities.
5. Motor expression.
6. Motor education.
7. Self-activity.
8. Apperception.
9. Interest.
10. Attention.
11. Principles of association; habit formation, memory, correlation, imitation, suggestion.
12. Principles of analysis.
13. Reasoning; inductive and deductive methods of teaching.
14. The formal steps in teaching.
15. Elements involved in will action.
16. Responses of feeling.
17. Moral training.
18. Special or technical training.

The following texts and references are recommended:

J. Adams—Herbartian Psychology Applied to Education.
 Bagley—The Educative Process.
 Hall—Youth and its Regimen.
 Horne—Psychological Principles of Education.
 James—Talks to Teachers on Psychology.
 Kirkpatrick—The Fundamentals of Child Study.
 McCunn—The Making of Character.
 McMurry—General Method.
 McMurry—Method of the Recitation.
 Spencer—Education.
 Thorndike—Principles of Teaching.
 White—The Art of Teaching.

Texts on which examination questions will be based:

McMurry—General Method.
 Thorndike—Principles of Teaching.
 White—Art of Teaching.

SCHOOL LAW AND MANAGEMENT.

The subjects of school law and school management, hitherto presented separately, may in the opinion of the Board profitably be combined. This will facilitate a more comprehensive treatment of topics that are common and also afford better opportunity to distribute more properly the time and emphasis given to the subject matter. By thus seeking to unify the work, the total time allowed for the two courses (one semester) is not to be shortened, but used so as to result in laying greater stress upon the more useful and fundamental aspects of both.

It is not an unwise plan, perhaps, to base the work in school management, proper, upon some one text, but the main topics treated should be thoroughly supplemented by definite references to other texts, magazines, periodicals, and the publications of school organizations. For this purpose a library should be well furnished and well used.

Likewise the topics usually treated under school law may, some of them, be woven into the study of management; others may be treated more independently. The work should be based upon the Kansas school plan, but constant reference to and study of the school plans of other states should be vigorously made. A student completing this course should have not only an accurate understanding of the main school topics, but a clear comprehension of the school problems before the American people for solution. He should also be stimulated with a genuine spirit as he leaves the schoolroom to be of real service in his community in the work of solving them.

The following outline may be of some service in organizing the subject matter:

1. *The people and the schools.*

Democratic character of the schools; rights and responsibilities of the people with regard to support and control; the provisions of law setting out the Kansas plan; the similar plans in other states; the advantages and disadvantages of each plan; advisable improvements; how such may be brought about; other possible sources of school revenue; consolidation of rural schools; advantages and disadvantages of laws relating to the school and community; the school a part of society; means of securing coöperation of patrons in work of the school; the school as a social center.

2. *School organization and control.*

External relations and influences: The school board, general duties, how elected in rural districts, in cities of second class, first class, methods in other states, desirable changes; how obtain; the district annual meeting, powers and duties; special meetings; community needs and the course of study; special schools, night schools, vacation schools, industrial schools, kindergarten schools; the superintendent, relations and duties.

Internal relations and influences: The school program—opening exercises, use of and how made effective, order of subjects, lessening number of classes; the child and course of study, child's nature and needs, fitting curriculum to child, training how to study; government and discipline; rules and regulations, pupil government, types of unruly children and how to deal with them, forms of punishment, the compulsory education and juvenile court laws in Kansas and other states, needed changes, the aim of discipline.

The teacher: Training, qualifications, certification, laws governing, faults of teacher, improvement of, teachers' pensions. The recitation; objects of, method of conducting, Herbart's Formal Steps, reviews and examinations. Measures of work; markings, systems of grading and promotion, the real basis of promotions, school incentives. Agencies for aiding school athletics, games, school societies, garden, savings banks.

Physical conditions, sanitation, etc.: School grounds, location, size, soil, drainage, control of, school buildings, material, shape, architecture, arrangement, lighting, heating and ventilating, decoration; school furniture, desks, blackboards, globes, charts, libraries, textbooks, uniform systems *versus* other systems, free textbooks, laws relating.

In the foregoing outline it may be advisable not to give a complete treatment of the topics of law related to those of management but to devote the latter part of the semester more definitely to the study of school law. At any rate the treatment of school funds, certification of teachers, kinds of high schools and laws relating to their establishment, support and control, the compulsory education and juvenile court law should be given careful consideration. Some time should be given to recent and proposed legislation.

Examinations for state certificates will be based upon textbooks by Dutton, Seeley, Shaw, Blackmar and the Kansas school laws. (See bibliography.)

References, *School Management*:

- Barry—The Hygiene of the School Room.
- Blackmar—Federal and State Aid to Higher Education.
- Boone—Education in the United States.
- Brown—Making of the Middle Schools.
- Butler—Education in the United States (two vols.).
- Butler—Meaning of Education.
- Burrage and Bailey—School Sanitation and Decoration.
- Chancellor—Our Schools: their Administration and Supervision.
- Cubberley—School Funds and their Apportionment.
- Dutton—School Management.
- Dutton—Social Phases of Education.
- General works on school management and school economy.
- Hanus—A Modern School.
- Hope and Browne—School Hygiene.
- Howland—Practical Hints for Teachers.
- Kotelmann—School Hygiene.
- Morrison—Ventilation of School Buildings.
- National Education Association Proceedings.
- Newsholme—School Hygiene.
- Pickard—School Supervision.
- Rice—Public School Systems of the United States.
- Roark—Economy in Education.
- Rowe—Lighting of School Rooms.
- Search—An Ideal School.
- Shaw—School Hygiene.
- United States Commissioner of Education Reports.
- White—School Management.

References, *School Law*:

- Adams—Free Schools of the United States.
- Blackmar—State and Federal Aid to Higher Education.
- Boone—Education in the United States.
- Burke—Law of Public Schools.
- Cubberley—School Funds and their Apportionment.
- Fellow—School Supervision and Maintenance.
- General Statutes and Session Laws of Kansas.
- Kansas School Laws, latest edition.
- MacDonald—Columbian History of Education in Kansas.
- Reports of state auditor and superintendent of public instruction.
- Reports of United States Commissioner of Education.
- School laws and reports of superintendents of public instruction of other states.
- Taylor—Public School Law of the United States.
- Yearbooks and catalogues of the State University, Normal Schools and State Agricultural College.

CHAPTER IV.

STATE EXAMINATIONS.

SECTION 1.—Time and Place of Holding, and Regulations.

1. State examinations will be held the last week in August, at Topeka, Lawrence, Manhattan and Emporia; and at Pittsburg, Wichita and Salina, providing five or more applicants notify the State Superintendent, through the county superintendent, prior to July 1, of their desire to take the examination at that place.

An examination in manual training and domestic science will be offered on Wednesday and Thursday in the fourth week of August of each year, at Manhattan, Emporia and Pittsburg. Applicants for industrial certificates must be holders of some grade of valid Kansas teacher's certificate. Those who are not so provided should write on the county examination questions prior to this examination.

The above examination will invariably be conducted under the supervision of some member of the State Board.

Examinations in the professional subjects will be held at the accredited colleges of the state on the third Wednesday of May in each year, following the program for Friday, as shown on page 26, provided these colleges make request for the examination prior to April 1. This examination is for *graduates* or *seniors* of the current year of accredited schools. Students of lower rank will not be admitted to this examination. Applicants for certificates by complete examination will be examined in August only. Applicants from accredited schools, who are required to take the professional examination only, may take the May or August examination.

2. Graduates of the arts course (see sec. 48, School Laws 1907) of any accredited institution of learning whose course of study shall have included the subjects required for the teacher's diploma of the University of Kansas, as approved by the State Board of Education, will be granted a state certificate, valid for three years. At the expiration of that period, the holder will be granted a life certificate, upon furnishing satisfactory evidence of having taught successfully at least two years out of the three. (At least twenty weeks per year for at least two years out of the three.)

3. Graduates of the normal course of approved institutions of learning, approved under the law of 1899 (see sec. 50, School Laws 1907), will be granted a three-year state certificate without examination. Twenty weeks of practice teaching is required. This certificate is not renewable, but the holder thereof may pass the examination in the five professional branches given by the State Board of Education under the law of 1893, and receive certificate therein provided.

4. If three consecutive years elapse in which the holder of a life certificate or life diploma is not actively engaged in school work, the certificate or diploma becomes void. In order to secure recognition for any year, at least twenty weeks of school work must have been done in that year.

5. In all cases of applicants from accredited schools, the Board requires a complete transcript of record upon official blank, properly certified by the president of the institution.

6. There is no examination fee charged by the Board, except applicants for industrial certificates will be required to pay for material used in the laboratory work.

SECTION 2.—Requirements for State Certificates by Examination.

To be entitled to a three-year renewable certificate, the candidate—

1. Must pass a satisfactory examination in the following branches:

- | | |
|--|-----------------------|
| 1. <i>English</i> .—Orthoepy and orthography, reading, penmanship, English grammar and composition, and literature. | |
| 2. <i>Mathematics</i> .—Arithmetic, algebra, and plane and solid geometry. | |
| 3. <i>Geography</i> .—Physical and political. | |
| 4. <i>History</i> .—American history, Kansas history, mediæval and modern history, and civil government, including the government of Kansas. | |
| 5. <i>Physiology</i> . | 6. <i>Physics</i> . |
| 7. <i>Botany</i> . | 8. <i>Chemistry</i> . |
| 9. <i>Drawing</i> . | 10. <i>Music</i> . |

11. *General Psychology*.

12. *Pedagogical Subjects*.—History of education, school law and management, and methods of instruction.

2. Must have taught one year.

3. Must produce satisfactory testimonials from reputable persons in regard to temper, manners, moral character, and professional standing.

4. A candidate for the three-year certificate may substitute for any two of the branches numbered 8, 9 and 10 (previously mentioned) any two of the following branches required for the diploma: Political economy, zoölogy, Latin, including Cæsar and Vergil.

5. At the expiration of this certificate the holder will be granted a life certificate, upon furnishing satisfactory evidence of having taught successfully at least two years out of the three.

QUALIFICATIONS FOR STATE DIPLOMA.

To be entitled to a state diploma on examination, the candidate—

1. Must pass a satisfactory examination in all the branches required for a three-year certificate, together with political economy, zoölogy, and Latin. German or French may be substituted for Latin.

2. Must have taught five years, two of which must have been in the state of Kansas.

3. Must present testimonials as required of the candidates for certificates.

SECTION 3.—Requirements for Industrial Certificates.

1. Industrial certificates may be granted on examination or on credentials which are satisfactory to the Board.

2. Applications must be filed on the official blank, which the state superintendent will furnish upon request (form 103-A).

3. Manual training certificates are of one grade, and shall show ability to teach the subject in the grades and high school. The requirements shall include the ability to teach both theory and laboratory work in clay modeling, cardboard construction, basketry, joinery, furniture making, wood turning and mechanical drawing.

4. Domestic science certificates are of one grade, and shall show ability to teach sewing and cooking in the grades and high school.

5. On examination an average of eighty-five per cent with no grade below seventy per cent will be required for an industrial certificate.

6. The first issue of industrial certificates shall be for one year. Renewals may be for two years, provided the holder has taught successfully on the first certificate; otherwise a renewal may be for one year.

SECTION 4.—Rules for State Examinations.

1. To be entitled to enter the state examination, for an entire or partial examination, the applicant must file his application with the state superintendent and receive the Board's permit. Applications for the May examination should be filed not later than April 1, and for the August examination not later than July 1. No person will be admitted to the examination unless he presents the Board's official permit.

2. The examination questions in each branch will be given to candidates at the beginning of the time allotted to the examination in that branch, and at the expiration of that time the written answers will be collected.

3. Answers should be brief, but must be complete in logical exposition and in grammatical structure. The answers in mathematics must show the *process* as well as the *result* in each case.

4. In grading candidates, due weight will be given to the character of manuscripts in regard to *penmanship* and *neatness of arrangement of answers*.

5. The standing of candidates in *spelling*, *composition* and *penmanship* will be determined in part by the character of their respective manuscripts.

6. One hundred per centum will denote perfection.

7. An average standing of eighty-five per centum, with not less than seventy in any topic, will be required for a certificate. An average standing of eighty-five per centum, with not less than seventy in any topic, will be required for a state diploma. Grades of the required average (eighty-five per centum) may be carried for three years.

8. Candidates are required to write with ink, upon legal cap paper of standard size, and deliver the same unfolded. Candidates must furnish their supplies—paper, pens, ink, erasers, pencils, etc.

9. The examination in advanced subjects will comprehend the matter embraced in textbooks used in the collegiate departments of first-class colleges.

10. These certificates and diplomas supersede the necessity of any and all other examinations of the persons holding them by county, city or local

boards of examiners, and are valid in any county, city, town or school district in the state for the term of years therein set forth.

SECTION 5.—Program for Examinations.

FOURTH MONDAY OF AUGUST, ANNUALLY.

Afternoon Session.

- 1:00 to 2:00—Formal application for certificate or diploma, with testimonials.
 2:00 to 3:00—Orthoepy and orthography.
 3:00 to 5:00—English grammar and composition.
 5:00 to 6:00—Reading.

TUESDAY.

Forenoon Session.

- 8:00 to 10:00—Algebra.
 10:00 to 10:30—Penmanship.
 10:30 to 12:00—American history.

Afternoon Session.

- 1:30 to 3:30—Arithmetic.
 3:30 to 4:30—Kansas history.
 4:30 to 6:00—Political and Physical geography.

WEDNESDAY.

Forenoon Session.

- 8:00 to 10:00—Geometry.
 10:00 to 10:45—Industrial drawing.
 10:45 to 12:00—Literature.

Afternoon Session.

- 1:30 to 3:00—Physiology.
 3:00 to 4:30—Physics.
 4:30 to 6:00—Botany.

MANUAL TRAINING.

Forenoon—Written work.

Afternoon—Laboratory work.

THURSDAY.

Forenoon Session.

- 8:00 to 9:30—General psychology.
 9:30 to 10:30—Civil government.
 10:30 to 12:00—Chemistry.

Afternoon Session.

- 1:30 to 3:30—Mediæval and modern history.
 3:30 to 6:00—Latin.

DOMESTIC SCIENCE.

Forenoon—Written work.

Afternoon—Laboratory work.

FRIDAY.

Forenoon Session.

- 8:00 to 10:00—History of Education.
 10:00 to 12:00—Methods of Instruction.

Afternoon Session.

- 1:30 to 4:00—Philosophy of education.
 4:00 to 6:00—School law and management.

SATURDAY.

Forenoon Session.

- 8:00 to 10:00—Political economy.
 10:00 to 10:30—Vocal music.
 10:30 to 12:00—Zoölogy.

At the examination in the professional subjects held the third Wednesday in May at the accredited colleges the program given above for Friday will be followed.

CHAPTER V.

INSTITUTE CERTIFICATES.

SECTION 1.—Qualifications and Requirements.

REQUIREMENTS OF INSTRUCTOR.

1. He shall have attained the age of twenty-seven.
2. He shall have taught six years successfully.
3. He shall be a person whose professional fitness for institute work entitles him to recognition by the State Board of Education, and shall be the holder of a state certificate, or a life diploma, or shall be one whose eminent professional experience and ability in educational work warrants the granting of such certificate.
4. He shall furnish satisfactory evidence of good moral character.
5. The first certificate shall be granted for one year.
6. Persons holding an instructor's certificate issued by the Board, and having instructed successfully in one normal institute in Kansas, may be granted a certificate good for three years.

REQUIREMENTS OF CONDUCTOR.

1. He shall have attained the age of twenty-nine.
2. He shall have taught eight years successfully.
3. He shall furnish satisfactory evidence of having instructed successfully under certificate issued by the State Board of Education in three normal institutes, not more than two of which shall have been in one year; provided, that the Board may waive this rule in the case of applicants of high professional standing and long experience in educational work.
4. He shall furnish satisfactory evidence of good moral character.
5. The first certificate shall be granted for one year.
6. Persons holding a conductor's certificate issued by the Board, and having conducted successfully one normal institute in Kansas, may be granted a certificate good for five years.

REQUIREMENTS FOR RENEWALS.

SPECIAL.

1. The Board must be satisfied as to the special qualifications of applicant.
2. This certificate is valid for one year.
3. This certificate must not be used for authority to teach other branches than those named in the certificate.

SECTION 2.—Institute Certificates May Become Void.

Certificates of institute instructors and conductors shall, even though their limit has not expired, become void if three consecutive years have elapsed without as much as fifteen weeks of school work in each year.

REQUIREMENTS FOR RENEWALS.

1. At least two of the three years previous to the application for renewal must have been spent in active school work. The Board interprets

this to mean that at least twenty weeks of school work shall have been done in one year, with a total of forty weeks in the two years, in order to secure such renewal.

2. Certificates of institute instructors and conductors shall, even though their limit has not expired, become void if the holder has not been actively engaged in school work for more than two consecutive years.

The following resolution was passed relating to applicants for institute certificates:

"The Board has deemed best to establish certain general qualifications for applicants for institute certificates and to publish the same for information of the applicants. The Board, however, reserves, without qualification, the right and power to determine the fitness of an applicant to receive an institute certificate. The judgment of the applicant that he meets the requirements of the Board is not deemed sufficient reason for the Board's taking favorable action upon his application."

CHAPTER VI.

LAWS.

SECTION 1.—Accredited Colleges.

AN ACT amending sections 7 and 9 of article 6, chapter 122, Laws of 1876, entitled "An act for the support and regulation of common schools," and providing for the acceptance of certain grades from certain institutions of learning by the State Board of Education.

Be it enacted by the Legislature of the State of Kansas:

1. There shall be a State Board of Education consisting of the state superintendent of public instruction, the chancellor of the State University, the president of the State Agricultural College, the president of the State Normal School, and three others to be appointed by the governor by and with the advice and consent of the senate, selected from among those engaged in school work in the schools of the state. The three thus appointed by the governor shall hold their office for a term of two years, or until their successors are duly appointed and qualified. The State Board of Education thus constituted are hereby authorized and empowered to issue state diplomas to such professional teachers as may be found, upon a critical examination, to possess the requisite scholarship and culture and who may also exhibit satisfactory evidence of unexceptionable moral character, and of eminent professional experience and ability, and who have taught for two years in the state. All such diplomas shall be countersigned by the state superintendent of public instruction, and shall supersede the necessity of any and all other examinations of the person holding the same by county, city or local boards of examiners, and such diplomas shall be valid in any county, city, town or school district in the state during the lifetime of the holder, unless revoked by the State Board of Education. (School Laws 1905, § 33.)

2. The State Board of Education shall meet at such times and places as by them may be deemed necessary and transact such business as may legally come before them, and examine all applicants who may present themselves for such examination; and, if satisfied with the scholarship, culture and moral character of the applicant, and with his professional attainments and experience, said Board shall issue a state diploma or certificate, as the case may be, in accordance with such examination and the provisions of the law. The State Board shall prescribe a course of study for the normal institutes and for the public schools of the state, and shall revise the same when the interests of the schools require it; provided, that the course of study for elementary schools shall include all studies required by chapter 435 of the Session Laws of 1903 and section 6235 of the General Statutes of 1901. The auditor of state is hereby authorized to issue warrants upon the state treasurer against any funds not otherwise appropriated for the actual expenses of the members of the said Board of Education incurred in attending the meetings or examinations provided for in this act, except for the examinations as specified in section 8 of

this act; provided, in each case, that said warrant shall issue only upon the statement verified by affidavit of the member submitting such account, and approved by the secretary of said Board of Education; provided, also, that the sum total of said expenses of the Board shall not exceed \$300 per annum. (Laws of 1905, ch. 387, § 1.)

SECTION 2.—State Certificates.

Additional State Certificates.—The Board of Education is furthermore authorized and empowered to issue state certificates of high qualifications to such teachers as may be found, upon examination, to possess the requisite scholarship, and who may also exhibit satisfactory evidence of good moral character, and ability to teach, and skill to govern and control children. The certificates issued by the State Board of Education may be of two grades—one for three years and one for five years; and all certificates issued by said Board shall be countersigned by the state superintendent of public instruction, and such state certificate shall supersede the necessity of all other examinations of the persons holding them by county or local boards of examiners; and such certificates shall be valid in any county, city, town or school district in the state for the term of three or five years (as therein set forth), unless sooner revoked by said State Board of Education. (Laws of 1876, ch. 122, art. 6, sec. 8.)

SECTION 2.—Professional-examination Course, Laws of 1893.

1. Upon the application of any college, university, or educational institution of like standing, incorporated under the general laws of the state of Kansas, the State Board of Education shall have the power to examine the course of study prescribed and the character of the work done by it, and if, in the judgment of said Board, it shall prove to have as efficient course of study as the four-year courses of study in the State Normal School, the said State Board of Education shall have power to accept grade given on academic subjects completed in course and passed in regular examination to persons who are graduates of or may hereafter graduate from such institution in lieu of the examinations on the same subjects required for the state certificate, which said Board is empowered to give by sections 1 and 2 of this act and section 8 of article 6, chapter 122, Laws of 1876.

2. The Board shall examine all persons whose grades are thus accepted upon the professional subjects included in the course of study at the State Normal School, viz.: Philosophy of education, history of education, school laws, methods of teaching, school management, and upon such other subjects as the regulations of the Board require upon which they are unable to present grades as required in section 3 of this act. (See paragraph above.)

3. To all persons receiving credits and passing examinations as required in the preceding sections, the State Board of Education shall issue the three-year certificates provided for by the sections mentioned by the third section of this act, and at the expiration of that time, if the holder of said certificate satisfies the Board that he has taught successfully at least two years out of the three, and has kept himself well informed in the general literature of his profession, said Board shall issue a life certificate in lieu of the first one issued.

4. The graduates of the State University, the State Agricultural College, and of institutions of learning in any of the United States, maintaining, in the judgment of the State Board of Education, the same high grade of scholarship as required in section 3 of this act, shall be entitled to similar credits. (See paragraph 1.)

5. When the examination papers show a lack of knowledge of the common branches, so called, viz., history of the United States, arithmetic, grammar, geography, orthography, and penmanship, the said Board is authorized to require the candidates to pass a specific examination upon the same.

6. The State Board of Education is authorized to give examinations at the institutions whose courses of study it approves, each institution bearing the expenses of the same.

7. When the said Board satisfies itself that any institution is not maintaining the standard by which it received the approval of the Board, its graduates shall not be entitled to the credits provided for in section 3. (See paragraph 1.)

8. When the State Board of Education is satisfied that any resident of this state, holding a state certificate issued by any other state in the United States, secured the same by passing an examination equivalent to that given by said Board, it may issue to said person the certificate as provided for in section 3 of this act, without further examination.

9. All life certificates issued by the State Board of Education or by the regents of the State Normal School shall be void if the holder of the same should not be engaged in school work for three consecutive years; provided, that certificates may be renewed at the discretion of the State Board of Education.

10. The said Board of Education is empowered to cancel any state certificate which said Board, on satisfactory proof, finds to be held by a person of immoral character or otherwise disqualified for a teacher.

Approved March 11, 1893.

SECTION 3.—Arts Course, Laws of 1899.

AN ACT to authorize the issuing of three-year teachers' certificates and life certificates to teach in the public schools of the state to the graduates of certain institutions of learning, and to repeal all acts or parts of acts in conflict with this act.

Be it enacted by the Legislature of the State of Kansas:

1. Any graduate of the school of arts of the University of Kansas whose course of study shall have included the subjects required for the teacher's diploma of the said University shall, upon the presentation of said teacher's diploma of the said University to the State Board of Education, receive a three-year certificate to teach in the public schools of this state.

2. Any graduate of any other university or college incorporated under the laws of this state maintaining a department of education and maintaining the same or equivalent requirements for the admission to the freshman class as the University of Kansas, and requiring and maintaining a regular four-year course thereafter for graduation, and accredited as such by the State Board of Education, shall, upon the presentation of

the diploma of such university or college to the State Board of Education, receive from said Board a three-year certificate to teach in the public schools of this state; provided, that his course of study shall have included the subjects required for the teacher's diploma of the University of Kansas, as approved by the State Board of Education.

3. Any person holding a three-year certificate granted in accordance with the provisions of section 1 or section 2 of this act may, at any time within six months before or after its expiration, apply to the State Board of Education for a life certificate, and if it shall appear to the said State Board of Education that the applicant is of good moral character, has taught successfully not less than two years of the three, and has kept himself well informed in the general literature of his profession, a life certificate shall be issued to said applicant by said Board of Education; provided, that such life certificate shall be void if the holder thereof is out of the teaching profession for three consecutive years; provided, that life diplomas may be renewed by the State Board of Education.

Approved March 3, 1899.

SECTION 4.—Normal Practice-teaching Course, Laws of 1899.

The State Agricultural College, and any educational institution incorporated under the laws of the state and accredited by the State Board of Education as maintaining a course of study including all the branches prescribed by law and required by said State Board of Education for securing a three-year certificate to teach in the public schools of the state, is hereby authorized to grant a diploma (the form of which shall be prescribed by the State Board of Education) to any person who shall complete the above-specified course of study; which diploma shall be accepted by the State Board of Education as authorization for the granting to the holder of such diploma a three-year certificate to teach in the public schools of the state of Kansas; provided, said person shall have given not less than twenty weeks to practice teaching under the provision of the pedagogical department of said educational institution.

SECTION 5.—When State Certificates Lapse.

All life certificates issued by the State Board of Education or by the regents of the State Normal School shall be void if the holder of the same should not be engaged in school work for three consecutive years; provided, that certificates may be renewed by the State Board of Education. (Laws of 1893, ch. 132, sec. 11.)

SECTION 6.—Recognition of Certificates from Other States.

When the State Board of Education is satisfied that any resident of this state holding a state certificate issued by any other state in the United States secured the same by passing an examination equivalent to that given by said Board, it may issue to said person the certificate as provided for in section 3 of this act, without further examination. (Laws of 1893, ch. 132, sec. 10.)

NOTE.—Only those states with which reciprocal relations have been established or may hereafter be established will be considered under this law.

SECTION 7.—Revocation of State Certificates.

1. The said State Board of Education is empowered to cancel any state certificate which said Board, on satisfactory proof, finds to be held by a person of immoral character or otherwise disqualified for a teacher. (Laws of 1893, ch. 132, sec. 12.)

2. Any certificate issued by the State Board of Education, regents of the State Normal School, county board of examiners or city board of examiners may be revoked by the body issuing the same on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education and district boards without the consent of a majority of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted. (Laws of 1905, ch. 392, sec. 1.)

CHAPTER VII.

ACCREDITED SCHOOLS.

The following schools of higher education have been accredited by the State Board of Education, as indicated in the following tables:

SECTION 1.—Arts Course.

Laws 1899, chapter 179, section 2; General Statutes 1901, section 6237; School Laws 1905, section 47.

BASIS: University of Kansas.

The graduates of the following schools who have included in their course the course in education are granted a three-year renewable certificate upon presentation and approval of official transcript of grades on form 116:

NAME OF SCHOOL.	Location.	Date accredited.
Baker University	Baldwin	1899
Bethany College	Lindsborg	1899
Campbell College	Holton	1903
Cooper College	Sterling	1901
College of Emporia	Emporia	1899
Fairmount College	Wichita	1899
Friends University	Wichita	1900
Kansas Wesleyan University.....	Salina	1900
Midland College	Atchison	1903
McPherson College	McPherson	1900
Ottawa University	Ottawa	1899
Southwest Kansas College.....	Winfield	1900
University of Kansas.....	Lawrence	*1899
Washburn College	Topeka	1904

SECTION 2.—Professional-examination Course.

Laws 1893, chapter 132, sections 3, 4, and 6; General Statutes 1901, sections 6215, 6216, and 6218; School Laws 1905, sections 36, 37, and 38.

BASIS: State Normal School.

The graduates of the following schools who pass the examination in the five professional branches are granted a three-year renewable certificate upon presentation and approval of an official transcript of grades on form 115 for graduates of normal courses, and official form 116 for graduates of arts courses:

(a) SCHOOLS LOCATED IN KANSAS.

NAME OF SCHOOL.	Location.	Date accredited.
Baker University	Baldwin	1903
Bethany College	Lindsborg	1893
Campbell College	Holton	1903
College of Emporia	Emporia	1893
Cooper College	Sterling	1893
Friends University	Wichita	1900
Kansas Wesleyan University.....	Salina	1893
Midland College	Atchison	1903

* Laws of 1899.

(a) SCHOOLS LOCATED IN KANSAS—*continued*.

NAME OF SCHOOL.	Location.	Date accredited.
McPherson College	McPherson	1893
Ottawa University	Ottawa	1894
Southwest Kansas College.....	Winfield	1894
State Agricultural College.....	Manhattan	*1893
University of Kansas.....	Lawrence	*1893
Washburn College	Topeka	1893

(b) SCHOOLS LOCATED IN OTHER STATES.

NAME OF SCHOOL.	Location.	Date accredited.
Allegheny College	Meadville, Pa.	1893
Bucknell University	Lewisburg, Pa.	1908
California State Normal School.....	Warrenton, Mo.	1909
Central Wesleyan College.....	Los Angeles, Cal.	1903
Chicago University	Chicago, Ill.	1901
Cornell University	Ithaca, N. Y.	1893
Colorado College	Colorado Springs, Colo....	1906
Dartmouth College	Hanover, N. H.	1893
Denison University	Granville, Ohio	1893
De Pauw University.....	Greencastle, Ind.	1893
Drake University	Des Moines, Iowa.....	1893
Earlham College	Richmond, Ind.	1895
Franklin Marshall College.....	Lancaster, Pa.	1903
Grove City College.....	Grove City, Pa.....	1903
Hamline University	St. Paul, Minn.....	1908
Harvard College	Cambridge, Mass.	1893
Haverford College	Haverford, Pa.	1896
Heidelberg University	Tiffin, Ohio	1896
Illinois State Normal.....	Normal, Ill.	1904
Illinois State University.....	Champaign, Ill.	1903
Indiana State University.....	Bloomington, Ind.	1903
Iowa State University.....	Iowa City, Iowa.....	1898
Kenyon College	Gambier, Ohio	1893
Marietta College	Marietta, Ohio	1893
Michigan State Normal.....	Mt. Pleasant, Mich.....	1896
Minnesota State University.....	Minneapolis, Minn.	1896
Monmouth College	Monmouth, Ill.	1893
McKendree College	Lebanon, Ill.	1893
Northwestern University	Evanston, Ill.	1908
Oberlin College	Oberlin, Ohio	1904
Ohio State University.....	Columbus, Ohio	1893
Ohio Wesleyan University.....	Delaware, Ohio	1893
Oregon Agricultural College.....	Corvallis, Ore.	1903
Park College	Parkville, Mo.	1908
Parsons College	Fairfield, Iowa.....	1909
Peabody Normal College.....	Peabody, Tenn.	1896
Penn College	Oskaloosa, Iowa	1894
Simpson College	Indianola, Iowa	1907
Upper Iowa University.....	Fayette, Iowa	1909
Wilmington College	Wilmington, Ohio	1896
Wooster University	Wooster, Ohio	1904
Woman's College	Baltimore, Md.	1903
Wesleyan University	Bloomington, Ill.	1893
Western College for Women.....	Oxford, Ohio	1909

* Laws of 1893.

SECTION 3.—Normal Practice-teaching Course.

Laws 1899, chapter 179, section 3; General Statutes 1901, section 6238; School Laws 1905, section 49.

BASIS: Requirements of State Board of Education for a state certificate.

The graduates in the normal course of the following schools who have given at least twenty weeks to practice teaching in the practice school of the pedagogical department of their respective schools are granted a three-year nonrenewable certificate upon presentation and approval of official transcript of grades on form No. 115:

NAME OF SCHOOL.	Location.	Date accredited.
Bethany College	Lindsborg	1900
Campbell College	Holton	1903
Friends University	Wichita	1900
Kansas Wesleyan University.....	Salina	1901
McPherson College	McPherson	1900
Southwest Kansas College.....	Winfield	1900

CHAPTER VIII.

RECIPROCAL RELATIONS.

Between Kansas and Other States, Concerning the Indorsement of Highest Grade of Life Certificates and State Normal School Diplomas.

NOTE.—In the indorsement of certificates and diplomas from other states, this state issues a three-year renewable certificate, which is made a life certificate after the holder has met the legal requirements for its renewal. Application is made on form 107.

In the following table the conditions set forth are those imposed by the other states (unless stated otherwise), and Kansas imposes similar conditions upon these several states:

STATE.	Reciprocal indorsement of life certificates.	Reciprocal indorsement of State Normal School diplomas.	Remarks.
Alabama.....	No.	No.	
Arkansas.....	No.	No.	Arkansas law forbids.
Arizona.....	Professional examination required.	Professional examination required.	
California.....	No.	No.	
Colorado.....	No.	No.	Colorado law forbids.
Connecticut.....	No.	No.	Connecticut law forbids.
Delaware.....	No report.	No report.	
Dist. of Columbia..	No; no law for it.	Yes.	
Florida.....	No.	No.	Florida law forbids.
Georgia.....	No.	No.	Georgia law forbids.
Idaho.....	If issued on examination only. (See remark.)	No.	Kansas does not indorse Idaho certificates.
Illinois.....	No.	No.	Illinois law forbids.
Indiana.....	If issued on examination only.	Yes.	
Indian Territory...	No report.	No report.	
Iowa.....	Yes.	Yes.	
Kentucky.....	No.	No.	Kentucky law forbids.
Louisiana.....	No.	No.	Louisiana issues no state certificates.
Maine.....	No report.	No report.	
Maryland.....	No report.	No report.	
Massachusetts....	No.	No.	Massachusetts law does not authorize.
Michigan.....	Yes; each case considered on its merits.	Yes; each case considered on its merits.	

STATE.	Reciprocal indorsement of life certificates.	Reciprocal indorse- ment of State Normal School diplomas.	Remarks.
Minnesota.....	No; Minnesota law forbids.	Yes.	
Mississippi.....	No report.	No report.	
Missouri.....	Issued on examination only.	No.	
Montana.....	No report.	No report.	
Nebraska.....	Yes.	Yes.	
Nevada.....	No report.	No report.	
New Hampshire...	No report.	No report.	
New Jersey.....	Issues two-year certi- ficate which becomes permanent.	Yes; issues two-year- certificate which be- comes permanent.	Kansas issues a three- year renewable cer- tificate.
New Mexico.....	No report.	No report.	
New York.....	Each case considered on its merits.	Yes.	
North Carolina...	No.	No.	North Carolina issues no life certificates.
North Dakota.....	If graduate of normal school, college, or university.	Yes. (Course must cover Kansas require- ments.)	
Ohio.....	Board will consider ap- plications.	No. (Ohio has no nor- mal certificates.)	
Oklahoma.....	No report.	No report.	
Oregon.....	If issued on examina- tion only.	No.	
Pennsylvania.....	Yes.	Yes. (Refers to new three-year course in Pennsylvania nor- mals, 1903.)	
Rhode Island.....	Considers each case on its merits.	Considers each case on its merits.	
South Carolina...	Considers each case on its merits.	Considers each case on its merits.	
South Dakota.....	Yes.	Yes.	
Tennessee.....	No.	No.	Tennessee has no life certificates.
Texas.....	No.	No.	Texas laws forbid.
Utah.....	Considers each case on its merits.	Considers each case on its merits.	
Vermont.....	No.	May consider certain cases on merit.	Vermont laws do not authorize.
Virginia.....	Yes.	Yes.	
Washington.....	Option of state board.	Option of state board.	
West Virginia.....	No report.	No report.	
Wisconsin.....	No.	No.	
Wyoming.....	No report.	No report.	

INDEX.

	PAGE
Accredited colleges	7
" schools, list of.....	34
Accrediting of colleges, regulations pertaining to.....	8
Arts course	7
" " admission to	10
" " amount of work.....	12
" " basis and requirements.....	11
" " elective subjects in the department of education,	11
" " grade of scholarship.....	12
" " law of	31
" " specialization required	11
" " subjects required in the department of education,	11
Certificate, industrial	5
" institute	5
" kinds issued by State Board.....	5
" lapsing of	6
" lapsed, renewal of.....	6
" state	5
" state, laws concerning.....	29
" state, renewal of.....	6
" state, requirements for arts course.....	11
" state, when and where valid.....	5
" state, when lapsed, law of.....	32
" registration of	6
" from other states, law concerning.....	32
" requirements for by examination.....	23
" from other states.....	9
Diploma, state requirements for.....	24
Examination, industrial	23
" professional	23
" state	23
History of education.....	16
Industrial certificates, requirements for.....	24
Institute certificates, void when	27
" " requirements for	27
Kansas University, courses in department of education....	12
" " requirements for graduates.....	10
" " requirements for teacher's diploma....	11
Laws relating to state certificates.....	29
" in relation to State Board of Education.....	29
Management, school	21
Methods, general	20

	PAGE
Normal practice-teaching course	7
" " " " law of	32
" " " " basis and requirements...	14
Philosophy of education.....	17
Preparatory requirements, arts course.....	10
Professional branches	16
Professional-examination course	7
" " " " basis and requirements...	15
" " " " law of	30
Professional work, restrictions of.....	13
Program of state examinations.....	26
Reciprocal relations with other states, list of.....	37
" " other states	9
Revocation of certificates, law concerning	33
Rules, state examinations.....	25
School law	21
State Board of Education	2
" " laws relating to	29
State Normal School, certificates of	5
" " requirements, entrance and credits..	15
" " course of study.....	15
State University, entrance requirements.....	10
Transcripts required, general	13
" " professional-examination course	7
" " normal course	7
" " arts course	7

LIBRARY OF CONGRESS



0 019 751 768 2